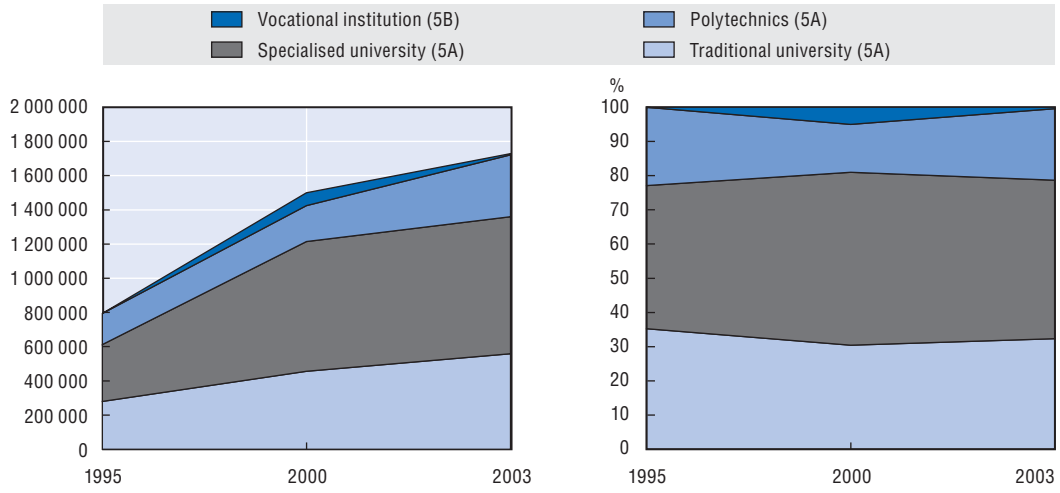
Figure 2.17. **Expansion and diversification of systems** *(cont.)*

Poland: A recent expansion keeping the structure of the system fairly stable



Source: France (Ministry of Education), Japan (MEXT), Germany (Federal Office of Statistics, Yearbook of East Germany for east German data up to 1990), Denmark (Statistics Denmark), Switzerland (Office fédéral de la statistique), Hungary (*Statisztikai Tájékoztató, Felsőoktatás*), Ireland (Department of Education and Science), Poland (CSO).

higher education and general (or long) higher education (as in Germany, Austria, Denmark, Finland, Ireland, Japan, the Netherlands and Switzerland, etc.), others are unitary (as in the United Kingdom since 1992, or Australia) or, on the contrary, possess several different types of higher education institutions and provision (for example, the United States or France). Over and above these formal distinctions, there is often a *de facto* if not a legally recognised stratification or division of labour within each of these sub-sectors, so that most systems may be studied from several different angles and all of them are diversified in some respects.

From the demographic standpoint, the first benefit of such diversification lies in the difference in cost per student in the different types of institution. Diversification may thus provide for lower cost expansion compared to the situation in a totally uniform higher education system. For example, the cost (or expenditure) per student may vary widely from one university to the next, depending on the level of its research commitment. In most OECD countries, the cost per student in (short) professional higher education (ISCED 5B) is lower than in general higher education (ISCED 5A) (OECD, 2007b).

Within general higher education, the difference in cost may be very variable, depending as a rule on an institution's research commitment. Although the British system is nominally a unitary one, the United Kingdom has witnessed a clear stratification of its institutions in terms of their research intensiveness: in 2007 according to the Higher Education Statistics Agency (HESA, 2008a and 2008b), 4 of the 170 higher education institutions in the United Kingdom accounted for 27% of its research expenditure and educated 4% of its students (and 7% of post-graduate students); 66% of the expenditure on research was concentrated in 19 institutions (21% of students and 29% of post-graduate students) and 80% in the first 32 (30% of students and 40% of post-graduate students). Similarly, only around 200 of the 6 000 higher education institutions in the United States are regarded as research universities. In Germany, the implicit hierarchy among universities is becoming increasingly explicit, with the "Excellence Initiative" (*Excellenzinitiative*) introduced by the Federal Ministry in 2006 in an effort to boost excellence in research by rewarding elite